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ABSTRACT

This training guide was created for organizations in which older adults serve as caregivers for children of 5-14 years of age during the times when they are not in school. The training curriculum was designed so that anyone familiar with the developmental needs of school-age children and the needs and aspirations of older adults would be able to use it. Those most likely to use the training curriculum are child care providers, college-level instructors, members of organizations that provide technical assistance to child care providers, and members of community education institutions. The eight hours of training are divided into four segments of two hours each. The first session covers the needs of children and adult volunteers, ground rules and expectations, and successful outcomes. In the second session, topics include changes in the family; ways to meet children's after-school needs; and the process of developing a list of interests, skills, and personal qualities that may support children's growth and development. Differences between older and younger school-age children, and ways to encourage desired behaviors and discourage unwanted behaviors, are considered in the third session. The fourth session extends the discussion on promoting desired behavior and handling difficult behaviors. Suggested readings and sources of additional information are listed. (RH)

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RATIONALE

We live in a society where age groups are increasingly stratified and the young are increasingly isolated from the old. In earlier generations, it was common for children to grow up with members of the extended family, including one or more grandparents. But today in the United States far fewer extended families dwell in one household, and it is much less common for children to spend time with older people, whether related by blood ties or friendship.

Lack of access to older adults robs children not only of important social experiences and emotional bonding that have been part of the cultural capital of previous generations, but also of opportunities for a wide variety of informal learning experiences. There are skills, crafts, stories, recipes, games, songs, and other gifts that children may never receive at all if they do not receive them from the elders of our species.

It is with this kind of thinking in mind that many child care programs, schools, and other institutions have begun to focus on intergenerational approaches. This training guide was created for organizations that intend to pair older adults with school-age children (from kindergarten to adolescence, or about 5 to 14) during the hours and days that children are not in school, but that parents may be working. It was conceived with the conviction that both children and older people will benefit from such an approach, but that successful programming of this kind requires meticulous planning and proper orientation.

It is presumed that the caregivers to whom this training is directed will be working in a variety of different settings and modes with school-age children. Thus this training is general and appropriate as an introduction to all caregivers, whether their subsequent assignment will involve working in a large group, a small group, individually, center-based, in-home, or any other arrangement. Clearly, more specific orientation and training will have to be designed by those who are responsible for organizing and supervising the caregivers in those particular settings.

This training is designed with the needs of the learners in mind. Those conducting the training must recognize that what they wish to teach will be effectively transmitted only if these needs are understood and acknowledged.

In brief, the needs which older adults who volunteer to work with school-age children are likely to have fall into the following categories:

Social Needs. The need for contact with other people, including peers, adults of other generations, and children. The desire to make friends and find companionship among those with whom they come into contact.

Emotional Needs. The need to feel good about themselves. The need to add structure to their lives. The need to feel that what they are doing is valuable and appreciated and is contributing to the community. The need to feel that the knowledge, insights, and beliefs they have accumulated over the years are important and valid.

Physical Needs. The need to be active. The desire to get out of the house, perhaps to spend some time doing things outdoors.

Intellectual Needs. The need to engage in learning and teaching experiences, to engage with others of their own generation, as well as with children and adults of younger generations, in discussion and dialogue around topics that are important to them. The need to challenge and be challenged.

How does the training meet the above needs?

Social Needs. It allows time and space for people to get to know each other as people with individual personal histories, as well as informal time in which participants may choose to strike up friendships.

Emotional Needs. It makes the material of participants' lives important and uses it to illuminate contemporary issues. It makes clear the seriousness and significance of the work and responsibilities they are undertaking.

Physical Needs. It makes time at each session for a few minutes of stretching, dancing, singing, or other physically invigorating activity.

Intellectual Needs. It provides information through a variety of modes, e.g., printed material, presentation, skit, film, group discussion, flip charts, all of which encourage participants to integrate the material and respond according to their own thoughts, ideas, and beliefs.

WHO SHOULD CONDUCT THE TRAINING?

This curriculum has been designed so that anyone familiar with the developmental needs of school-age children and sensitive to the needs and aspirations of older adults will be able to use it. The most likely candidates to use it are child care providers, college-level instructors, organizations that provide technical assistance to child care providers (including resource-and-referral agencies), and community education institutions.

It is important that any trainer be clear before using this curriculum about the definition of success that we have incorporated into this model (see p. 7). It is impossible to define one's success or failure as a trainer without understanding what kind of outcome will be considered successful from the point of view of those receiving the training.

If the training is to be conducted by more than one person, it is important that there be at least one person who is present throughout the training to provide a sense of continuity to the participants and to monitor the extent to which they seem to be grasping the important concepts.

In some cases, the training will be conducted by the same organization in which the trainees will be working. In other cases, the trainees will be working at sites or in organizations different from the one responsible for the initial training. In either case, it should be clear that this initial training, while important, cannot be a substitute for continued supervision, support, and ongoing in-service training for the older adult caregivers. If there are two or more agencies or organizations involved, it is recommended that a plan be spelled out prior to the training for communication, evaluation, and the development of in-service training opportunities.

RECOMMENDED FORMAT

The outline covers eight hours of training. It is divided into four segments of two hours each. It could be presented in two days of training, with two sessions held on each day. But the recommended format is to conduct it on four separate days, held over a period of time not exceeding two weeks, so that a sense of continuity is maintained.

The maximum number of participants recommended for this training is 24. The minimum recommended is 6. The recommended ratio of participants to trainers is 6:1. The training includes a number of segments in which the group breaks into smaller groups. At this time the additional trainers or "assistant trainers" are needed to facilitate the small groups. There need not be more than one trainer who is adept at handling the large-group sessions (though these, too, may be shared if the skills of the available trainers make it possible). One member of the training team should be the specialist in charge of the music/stretching, etc. segments--it could be someone who is helping to conduct the entire training or someone who comes in only for that segment.

In addition to the four training sessions, it is recommended that a social event be held (either on the last day of the training or at a separate time) when those caregivers who have completed the training will be formally recognized for what they have accomplished. Each caregiver who has completed the training should receive a certificate which either incorporates or has attached to it the information that they have developed for the "personal catalog" as described in Session II (p. 10).

Invitations to this event should be extended to agencies, churches, and organizations concerned about children. As well, future such events should invite all previously trained caregivers and encourage them to come and meet those newly trained.

GETTING READY

DRESS

Participants should be told in advance that each training session will include a few minutes of physical activity, such as stretching, exercises, dancing, or group singing. Therefore, loose-fitting, casual clothing is required. If the social event is to be held the same day as the training, there needs to be an opportunity for participants to change clothes beforehand since the recognition event is a "dress-up" affair.

FOOD

As participants arrive, and also during the 10-minute breaks that are planned for each session, there should be food and beverage available. The time of day will help to determine what is appropriate, but an effort should be made to offer something nutritious, like fruit, cheese, bread sticks, etc., rather than donuts and heavily sugared cookies. (The trainees will soon be offering food to children, and the training can help to model good selection of appropriate snacks.)

LITERACY SKILLS

The process through which caregivers choose to come to the training should include some means through which their facility at reading and writing English is ascertained. Having them fill out a standard application form or write a brief paragraph on what they hope to find out in the training sessions are ways to gather this information. It can be assumed that the participants' skills will run the gamut from illiterate to partially literate to highly literate. Oral communication will be the most utilized form of communication during the training. But there will be some use of printed material, flip charts, and large visual charts. In addition, there will be one important exercise which involves individuals writing a "personal dialogue" of skills, interests, and personal qualities. Those who do not write will need to have someone work closely with them. Those who read poorly or not at all will need to have the charts and other material explained very carefully. Those who read well, on the other hand, need to have this skill validated, and should be offered an opportunity to pursue additional readings of relevant material. Similarly, those who write well can have that ability utilized. But knowing in advance the literacy levels of individuals could be quite useful to the trainers.

PHYSICAL ACTIVITIES

The training staff will assess what kinds of physical activities to use based on the skills and talents that exist among themselves and among resource people to whom they have access, and also based on their perception of the cultural attitudes of the group being trained.

Among the possible activities are stretching; light calisthenics; group singing with guitar, fiddle, accordion, or other musical accompaniment; circle dancing; square dancing; passing out jugband-style instruments and improvising tunes; structured games with a light "medicine" ball or other object, other New Games.

Working with school-age children is not for the sedentary. These activities should be developed with the targeted audience clearly in mind; that is, they may have some infirmity, some lack of flexibility and agility, some hearing loss or other disability. But the assumption should be that these volunteers are intergenerational adventurers--they dare to work with 5 to 13 year olds, girls and boys who are going to be active, inquisitive, challenging, and demanding. The physical activity component of the training sessions should give them a chance, with their voices, their bodies, and their spirits to show some of the stuff that inspired them to undertake this adventure.

SESSION I

WELCOME AND INTRODUCTION OF TRAINING STAFF

LARGE GROUP
20 MINUTES

Introductory Remarks
Needs of Children
Needs of Adult Volunteers
Ground Rules and Expectations
Defining Successful Outcomes

Like the overture of a symphonic piece, the welcome should make brief mention of all the themes that are going to be important over the four sessions. It should take notice of the existence of "latchkey children" with their need for care and guidance, but equally it should acknowledge the many older adults, including those present, and the fact that they have needs which intergenerational programming can also help to meet.

The welcome should also lay out some ground rules and expectations. For instance, everyone will be asked to share over the course of this training thoughts, feelings, and opinions about a variety of things: children, families, working mothers, fathers, etc. We need to hear these thoughts and opinions. We will not always agree with each other, but we will show respect for what other people have to say by listening and by not making personal criticisms of anyone else in the group. We will also respect the confidentiality of the group members and know that nothing personal goes outside the group.

The welcome should also make clear that the training is designed so that there are many possible successful outcomes. For instance, some people, as a result of this training, may end up taking children into their homes or working in community centers with children. That is one kind of success. Others may decide through the course of this training that they are really not interested in working with children of this age group. Perhaps they will decide they are interested in working only with very young children or perhaps they will decide that working with children is just not something they care to do at this point in their lives. That is another form of success, for it means the training was successful in helping the person to clarify their goals and interests. Some trainees may not complete the training but may make a new friend here. That, too, is a form of success.

UNDERSTANDING THE NEEDS OF SCHOOL-AGE CHILDREN: PART I

SMALL GROUPS
30 MINUTES

Participants will generate a list of activities they engaged in as children during the hours and days when they were not in school. These will include time spent alone, with siblings, with friends, with parents, other relatives, etc. They will identify activities they engaged in but disliked as well as those they remember fondly. They will also recall specific happy, sad, frightening, funny, or other memorable incidents that took place during their out-of-school time. The trainers will print the activities and incidents on a flip chart. Here is an example of what one group came up with:

ACTIVITIES LIKED	ACTIVITIES DISLIKED
Playing ball	Cleaning room
Playing jump rope	Hanging out the wash
Fishing	Homework
Playing an instrument	Mending clothes
Taking care of a horse	Babysitting little brothers
Reading	
Helping father in a shop	

MUSIC, DANCE, STRETCHING, OR OTHER PHYSICAL ACTIVITY

LARGE GROUP
10 MINUTES

BREAK FOR INFORMAL MINGLING AND SNACKING

LARGE GROUP
10 MINUTES

UNDERSTANDING THE NEEDS OF SCHOOL-AGE CHILDREN: PART II

LARGE GROUP
30 MINUTES

The trainer will introduce a framework for conceptualizing the developmental needs of school-age children, looking at the several arenas of development: physical, intellectual, social, emotional. The flip chart lists that were generated by the small groups will then be used as a basis for discussion, helping participants recognize that different kinds of activities that they recall from their childhoods helped them to grow and develop in different ways. Obviously, many activities may assist growth and development in more than one area: for instance, caring for animals may be supportive of intellectual growth (acquiring information about the animal world), emotional growth (the child feels special and feels needed by the animal); social growth (if the animal was also a way of meeting other children or adults and getting to be friends with them); and physical growth (using one's muscles to milk a cow or build a rabbit hutch or chase after a dog).

MY FAMILY OF ORIGIN: AN ARTISTIC ACTIVITY

LARGE GROUP
20 MINUTES

Participants will be given very large drawing paper (at least 12" x 18") and a variety of implements from which to choose: markers, pens, pencils, crayons, etc. They are instructed to draw in any fashion they wish the family in which they grew up. They should include anyone who was in the household, whether blood relatives, hired help, boarders, extended family, immediate family. They should be told that these drawings will be saved for the second training session for use in a discussion.

SESSION II

FAMILIES THEN--FAMILIES NOW: PART I

SMALL GROUPS
40 MINUTES

In the small group, all participants get a chance to explain the pictures they drew. The trainers draw out specific information such as presence or absence of two parents, presence of other related or unrelated adults, number of siblings, etc.

The trainers then ask the participants to talk about how this picture might be different if a child were drawing it today. Factors such as the decline of family size, the rise of divorce, the rise of never-married mothers, the decline of extended-family units should be emphasized.

A graph (see Attachment A, p. 13) indicating the increasing percentage of mothers in the labor force has been enclosed. If possible, this graph should be duplicated and given to each participant in order to help highlight the historic changes over a 30-year span.

At some point in the discussion, it is important that the focus change from the simple question of who lives in the household to the more complex one of who is available to care for children during the hours when school is out. For this purpose, either the first chart or another one should incorporate data on the changing rate in maternal employment. You can refer to the *Handbook for Latchkey Children and Their Parents*, Lynette and Thomas Long (New York, Arbor House, 1983, p. 21) for an example of a chart depicting changing maternal employment rates.

Participants should be encouraged not only to observe the changes they have seen but to share opinions and reactions to them. What do they think about the changes? Are the children better or worse off? Are the parents better or worse off? What's it like to be a grandparent, now, versus what they think it was like for their own grandparents?

FAMILIES THEN--FAMILIES NOW: PART II

LARGE GROUP
20 MINUTES

Each small group will have chosen one of its members to report back briefly on some aspects of what they have discussed. It is presumed that there will be a lot of similarities, and coming together as a large group helps everyone experience the sense that these are questions, challenges, and problems that go beyond one person's experience or one family's experience. There should be a few minutes for discussion and dialogue among the group as a whole about what it's been like for them to live through such major changes in family life over the course of just a couple of generations.

MUSIC, DANCING, STRETCHING, ETC.

LARGE GROUP
10 MINUTES

BREAK FOR INFORMAL MINGLING AND SNACKING

LARGE GROUP
10 MINUTES

CHILDREN AFTER SCHOOL IN THE FAMILY OF THE 1980'S: HOW DO THEY GET THEIR NEEDS MET?

LARGE GROUP
20 MINUTES

Bring back the flip chart with listing of different activities divided according to how they support children's development. Ask group to consider which of these needs can be met for today's children if those children are being left to fend for themselves. Identify barriers to the meeting of children's needs and list them: lack of transportation to places where activities are taking place; lack of adult supervision; unsafe or dangerous areas that children might enter; needed precautions which isolate children from their families (e.g., don't let anyone in the house); lack of acquaintance with people in the neighborhood (if this is true in the given setting); etc.

HOW I CAN HELP MEET THE NEEDS OF SCHOOL-AGE CHILDREN: DEVELOPING A "PERSONAL CATALOG"

SMALL GROUPS
20 MINUTES

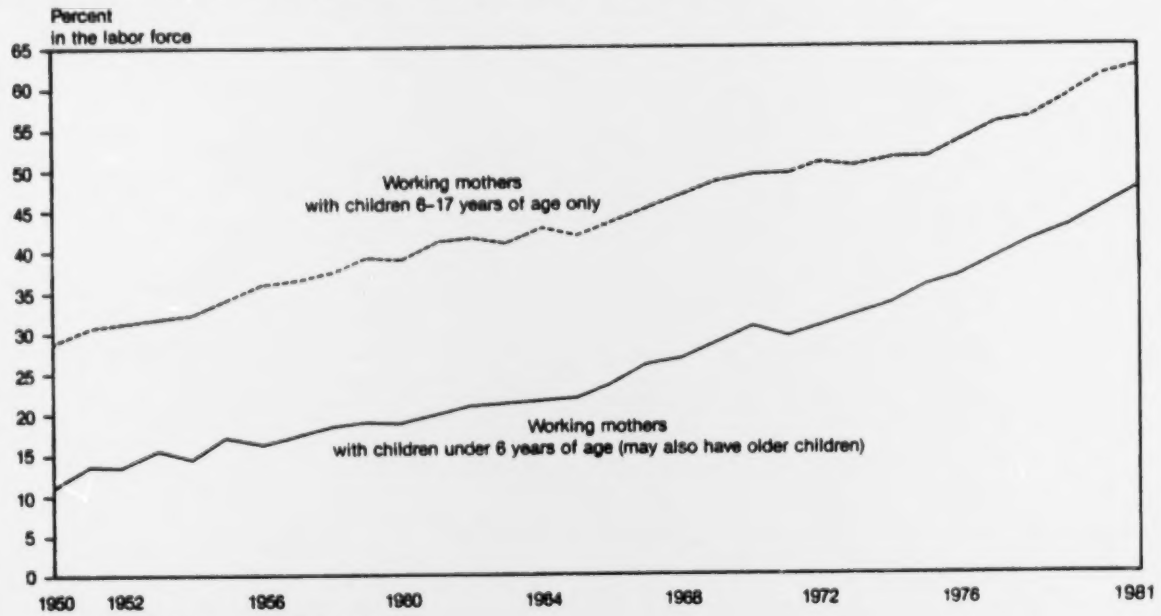
Each participant will work individually on creating a list of interests/skills and personal qualities which can be supportive of children's growth and development. The trainer will assist in making sure that individuals understand what they mean by these categories and help to generate ideas so that everyone gets a great number of items on their lists. They should be told that the lists will be kept until the end of the training and they will be free to add to them any time they remember or identify another item that should be on it. One group member developed the following list:

INTERESTS/SKILLS	PERSONAL QUALITIES
Taking walks	Desire to learn new skills
Story telling	Optimism
Gardening	Good humor, enjoy laughing
Cooking and baking	Patience
Card playing	Don't get overly excited
Wildflowers	Bullheaded when I need to be
Reading poetry	Polite with others and expect others to be polite with me

Attachment A

Mothers are more likely to work than ever before. Mothers of school age children were the most likely to be in the labor force in 1981.

Civilian labor force participation rates of married women, by age of children, 1950–1981.



†Data cover March of each year except for April 1952.

Source: U.S. Department of Labor, Bureau of Labor Statistics.

SESSION III

OLDER AND YOUNGER SCHOOL-AGE CHILDREN: WHAT ARE THE DIFFERENCES?

LARGE GROUP
30 MINUTES

The trainer will lead a discussion in which the changes in behavior, maturity, and personality from the earliest school-age years to the adolescent years will be explored. (Recommended reading for the trainer: *A Sympathetic Understanding of the Child: Birth to Sixteen*, David Elkind. Boston, Allyn and Bacon, Inc., 1978, chapter 8.) Perhaps a checklist of different behaviors could be developed to enhance the discussion. Here are some examples, based on Elkind's work:

YOUNGER (5-7 YEARS)	MIDDLE (8-10 YEARS)	OLDER (11-14 YEARS)
Constantly in motion	Calmer, more self-controlled	May begin to "worry" about things
Always hungry	Very absorbed in personal interests	May have great appetite for reading
Like affection, sitting on laps	Don't like as much affection	Becoming more critical of parents, teachers
Girls and boys may play together	Girls and boys usually won't play together	Girls and boys begin to be interested in opposite sex
When playing games and sports, don't always follow rules	Insist that all rules in games and sports are strictly followed	Very strong likes and dislikes

The purpose of this exercise is not for participants to learn to rattle off the characteristics for each age and stage of development, but to gain an overall appreciation for the tremendous growth and change that takes place between the earlier and later years. The emphasis will be on practical, observable aspects of development.

GETTING TO KNOW MYSELF AS A CAREGIVER: WHAT AGE CHILD WILL I WORK WITH?

SMALL GROUPS
20 MINUTES

Each participant uses his personal catalog of skills/interests, and personal qualities, and considers how they mesh with school-age children's needs and proclivities at different ages. In other words, this is a time for caregivers to think very practically about whether they are more suited to work with the 5-6 year olds, the 11-14 year olds, or with those somewhere in between. The trainer will assist the participants in clarifying these issues, and should also be starting to get a sense of which caregivers can be effective in which care modes or settings.

MUSIC, DANCING, STRETCHING, ETC.

LARGE GROUP
10 MINUTES

BREAK FOR INFORMAL MINGLING AND SNACKING

LARGE GROUP
10 MINUTES

ENCOURAGING THE BEHAVIOR WE WANT AND DISCOURAGING THE BEHAVIOR WE DON'T WANT: HOW WE DO IT: PART I

SMALL GROUPS
30 MINUTES

The trainer will conduct a discussion in which all kinds of methods for dealing with children will be identified and listed. Any methods that participants have used, were used on them by parents, teachers, and others, methods they have seen others use, etc. This should include everything from giving allowances to giving beatings; everything from the most compassionate to the most punitive approaches.

Once people have generated a list of methods, the groups should begin to make judgments about them. They may judge them ethically if they are so inclined, but they should also be asked to judge them in terms of their effectiveness in producing the desired results.

ENCOURAGING THE BEHAVIOR WE WANT AND DISCOURAGING THE BEHAVIOR WE DON'T WANT: HOW WE DO IT: PART II

LARGE GROUP
20 MINUTES

A Brief Skit or Role Play:

"Do's and Don'ts for Caregivers"

The training staff will present a brief skit or role play on the "Do's and Don't's for Caregivers" in order to more visibly demonstrate the positive and negative consequences of using various disciplinary styles with school-age children. It is suggested that the training staff "act-out" a few mock scenarios for the benefit of the trainees. As few as two people can stage such a skit or role play, or as many as five or six. Obviously, it requires more planning time to create an effective skit or role play involving larger numbers of players.

The goal is to highlight a few of what the training team has identified as the central issues for the particular group that is being trained. For instance, if you think that the group being trained has an overly rosy view of the kind of behavior to expect from school-age children, you might want to create a scene in which an "older person" is being too flexible in setting limits and is being confronted by increasingly inappropriate behavior by a "child" who keeps testing and bending the limits.

On the other hand, if you perceive that the trainees may have a tendency to be overly strict about relatively minor behavioral issues (for instance, a child who uses her sleeve to wipe off her mouth while eating a snack), then you might wish to create a scene in which the older person was being so strict and critical that a relatively even-tempered child was becoming frustrated, embarrassed, or resentful.

Or you might create a scene in which the caregiver was teaching the child how to make fried chicken--in order to demonstrate that deep-fat frying is much too risky an activity and that they should not do that kind of cooking with school-age children. You might create scenes in which caregivers simply listen attentively to what is on the minds of school-age children, without telling them much or doing any particular tasks--in order to demonstrate that this kind of active listening is one of the most valuable contributions they can make to the well-being of children.

DISCUSSION OF AND REACTION TO SKIT

LARGE GROUP
10 MINUTES

SESSION IV

ENCOURAGING THE BEHAVIOR WE WANT AND DISCOURAGING THE BEHAVIOR WE DON'T WANT: HOW WE DO IT: PART III

LARGE GROUP
25 MINUTES

PROMOTING DESIRED BEHAVIOR

Create a Structure
Develop Appropriate Rules
Reward Good Behavior
Develop Consequences for Breaking Rules

It is recommended that printed material and visual aids (e.g., a large chart) be used for this presentation. The trainer will reduce much of the material from part one and two of this segment to a conceptual framework. Based on the skit and based on the kinds of ideas that were generated in the small groups on what responses to children are effective, the trainer will introduce and reiterate in many different ways and through use of many different examples the concept of promoting desired behavior by creating a structure, developing rules that are appropriate and understandable, and then supporting the structure and the rules by rewarding good behavior and by demonstrating that there are consequences for the breaking of rules.

The trainer will be in a more directive mode in this segment of the training than in any other. It is important that the trainer be clear about this. Though the brainstorming sessions may have brought to mind all sorts of methods that adults use to control the behavior of children, the trainers are only giving their stamp of authority and approval to certain methods and not all methods.

The participants should be given a chance to ask questions and make comments at the end of this presentation.

BEING WITH CHILDREN IS HARD WORK! HOW WILL I HANDLE THE ROUGH TIMES?

SMALL GROUPS
25 MINUTES

In the previous unit, the participants have been thinking about setting limits with children and handling the challenging and difficult behaviors that children present. Now they will consider what is perhaps the same issue from a different perspective: how will they handle their own feelings when those feelings are not smooth and easy but painful and confusing? In other words, this is a time when caregivers will begin thinking about their own limits.

It is suggested that the discussion be launched by posing the following kinds of questions:

WHEN I'M WORKING WITH SCHOOL-AGE CHILDREN...

What will make me mad?
What will hurt my feelings?
What will scare me?
What will make me feel confused?
What will make me feel tired or exhausted?

SOME COMMENTS MADE BY PAST GROUP MEMBERS...

I'd get mad if a child "talks dirty."
I'd be hurt if a child makes fun of my hearing aid.
I'd be scared if a child gets hurt.
I'd be confused if I can't remember children's names.
I'd be exhausted if I'd have to be on my feet for hours on end.

As participants respond to these questions, they will also talk about how they will handle these difficult situations. (What will they do when a child hurts their feelings?) Group members should be encouraged to offer each other suggestions and support. The trainer should make it clear that there are no right and wrong answers, but that we all have to find the ways that allow us to do our work without going beyond our limits, and when working with children this means learning to identify situations before they get to the point where we will do something inappropriate.

MUSIC, DANCING, STRETCHING, ETC.

LARGE GROUP
10 MINUTES

BREAK FOR INFORMAL MINGLING AND SNACKING

LARGE GROUP
10 MINUTES

WHAT HAVE I LEARNED? WHAT HAVE I APPRECIATED?

LARGE GROUP
15 MINUTES

At this time, everyone is invited to make a very brief comment about the training they have nearly completed. Trainers should participate and model appropriate comments. Expressions of appreciation for individual contributions to the training, comments on aspects which have been particularly helpful or not so helpful can be elicited. Participants are encouraged to mention specific areas of new insight or information, and also to identify areas where they feel the training was weak or where they may feel a need for more follow-up.

FILM

LARGE GROUP
30 MINUTES

"Close Harmony," (Learning Corporation of America, 1981, 30 minutes, color). This film depicts the efforts of a schoolteacher and volunteer senior citizen workers to create a unique choir of singers ranging from ages 9-90. The teacher brings together these two groups to make an intergenerational choir. (This film is widely available for borrowing from public libraries with audio visual departments.)

BRIEF DISCUSSION

LARGE GROUP
5-10 MINUTES

SUGGESTED READINGS

CHILDREN'S BOOKS WITH POSITIVE IMAGES OF AGING

Clifton, Lucille. *All Of Us Come Across the Water.* New York: The Dial Press, 1972.

Clifton, Lucille. *The Way Things Used To Be.* New York: Holt, Rinehart and Winston, 1974.

Farber, Norma. *How Does It Feel To Be Old?* New York: E.P. Dutton, 1979.

Fink, Dale B. *Mr. Silver and Mrs. Gold.* New York: Human Sciences Press, 1980.

Hamilton, Virginia. *Zeely.* New York: Macmillan Publishing Company, 1967.

Keats, Ezra Jack. *Apt. 3.* New York: Macmillan Publishing Company, 1983.

Lasky, Kathryn. *I Have Four Names For My Grandfather.* Boston: Little, Brown and Company, 1976.

Lester, Julius. *Knee-High Man and Other Tales.* New York: The Dial Press, 1972.

Merriam, Eve. *Mrs. Tippett's Typewriter.* New York: Alfred A. Knopf, 1966.

Mizumura, Kazue. *The Way of An Ant.* New York: Krowell Junior Book, 1970.

Stamm, Claus. *Three Strong Women.* New York: Viking Press, 1977.

OTHER RESOURCES

SOURCES OF FURTHER INFORMATION

Intergenerational Program Information Package: A collection of supportive documentation on intergenerational programs--personnel, existing programs, community needs, curriculum support, and published data. Available from:

Joan G. Sugarman
American College of Health Care Administrators
P.O. Box 5980
4650 East-West Highway
Bethesda, Maryland 20814
(301) 652-8384
Cost: $25

Intergenerational Clearinghouses:

RSVP of Dane County, Inc.
540 West Olin Avenue
Madison, Wisconsin 53715

Fran Pratt
Center for Understanding Aging
P.O. Box 832
Acton, Massachusetts 01720
(617) 264-4700, ext. 5656

Project AgeLink: A technical assistance project supporting the development of intergenerational programs in North Carolina. Contact:

Marsha Crites
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